



Carolina School for Inquiry

7405-A Fairfield Road

Columbia, SC 29205

Grades	K-6 Elementary School	
Enrollment	123 Students	
Principal	Victoria Dixon-Mokeba	803-691-1250
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Good	Excellent
2011	Below Average	Average
2010	Average	Average
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

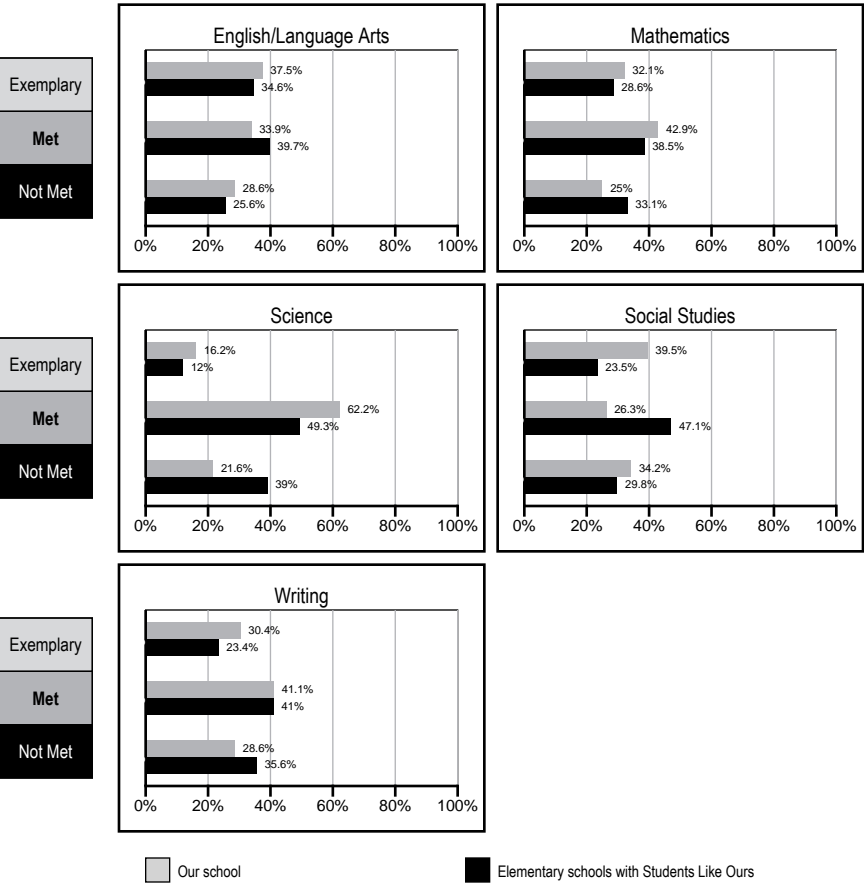
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	14	95	16	5

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=123)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.9%	1.2%	0.9%
Attendance rate	96.6%	Down from 96.8%	96.0%	96.3%
Served by gifted and talented program	0.0%	N/A	4.6%	7.2%
With disabilities	14.3%	N/A	14.0%	12.4%
Older than usual for grade	2.4%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	72.7%	Down from 75.0%	59.4%	62.5%
Continuing contract teachers	72.7%	Up from 41.7%	81.7%	83.3%
Teachers returning from previous year	73.0%	Down from 83.0%	87.0%	88.3%
Teacher attendance rate	96.5%	Down from 98.1%	94.7%	95.0%
Average teacher salary*	\$45,528	Up 7.4%	\$47,228	\$48,193
Professional development days/teacher	10.2 days	Down from 10.8 days	11.3 days	11.0 days
School				
Principal's years at school	7.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	10.5 to 1	Up from 10.3 to 1	19.5 to 1	20.1 to 1
Prime instructional time	92.8%	Down from 93.9%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,041	Up 9.6%	\$7,580	\$7,364
Percent of expenditures for instruction**	57.0%	No Change	68.0%	68.0%
Percent of expenditures for teacher salaries**	46.0%	Up from 45.3%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of the Carolina School for Inquiry is to teach a diverse population of children in an atmosphere of kindness that encourages active inquiry, fosters individual growth and promotes respect for self, others and the world in which they live.

We have completed another year as a Richland One Public Charter School. We have worked hand in hand with district officials to ensure high quality teaching and learning. This year we again focused on the intentionality of our teaching methods and engagements. We met often to discuss the learning outcomes that were taking place in our learning communities. Our conversations were focused on student learning and student achievement while reflecting on ways to grow each child. We again placed our emphasis on learning and continual progress. In order for each child and adult learner to develop a clear sense of what they know and need to know, Carolina School for Inquiry uses standards-based report cards and narrative report cards to inform students and families how they are doing in specific areas related to social sciences, reading, writing, and math. This method of reporting emphasizes "learning" or "earning". A key advantage to our reporting system is to provide specific feedback so that parents can purposefully work with their children at home, and to support the school's effort in enabling the student to reach proficiency and to reinforce the school's effort to move students beyond proficiency to advanced levels of understanding. Students are assessed as individuals, socially and academically. Each child in grades K-6 has shown at least a year's growth in a year's time. Students were assessed formally three times last year using the Dominie Reading Assessment. This assessment provided teachers with a good knowledge base for what each child was able to do and provided a means for the teachers to intentionally meet student needs in challenging areas. We also used MAP, a formal on-line assessment in reading and mathematics in kindergarten through grade six. Both assessments were used to drive instruction and to intentionally meet the needs of individual students. As a reflective group of educators we understand the importance of PASS. We were fortunate to partner with Columbia International University to have these classes take place during the school day. The goal was to teach testing as a genre and to provide students with the necessary tools to perform successfully on the PASS. Field studies are an important part of the CSI curriculum. These studies are planned monthly for each class to culminate the learning experiences that take place in the learning communities. We are making huge investments in our students.

We have enhanced our community partnerships with the surrounding community, Benedict College, Columbia International University and Midlands Technical College working together to enhance the field of education for our current teaching staff and future teachers. Our parent group Friends of CSI (FOCSI) continues to sponsor many field experiences for our students, host summer events and special activities throughout the school year

Victoria Dixon-Mokeba, Director/Lead Teacher Nike' Preister, FOCSI President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	N/A	N/A
Percent satisfied with learning environment	100%	N/A	N/A
Percent satisfied with social and physical environment	100%	N/A	N/A
Percent satisfied with school-home relations	100%	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	95.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Carolina School for Inquiry school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	655.9	651.0	621.8	641.4	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	654.5	648.7	620.3	636.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.6	648.9	614.5	638.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	3	16	100	26.7	33.3	40	73.3
	4	14	100	28.6	50	21.4	71.4
	5	14	100	16.7	16.7	66.7	83.3
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	15	100	14.3	21.4	64.3	85.7
	4	20	100	31.6	42.1	26.3	68.4
	5	17	100	29.4	41.2	29.4	70.6
	6	6	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2012	3	16	100	26.7	33.3	40	73.3
	4	14	100	21.4	50	28.6	78.6
	5	14	100	33.3	16.7	50	66.7
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	15	100	35.7	28.6	35.7	64.3
	4	20	100	10.5	68.4	21.1	89.5
	5	17	100	23.5	35.3	41.2	76.5
	6	6	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2012	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/AV	N/AV	N/AV	85.7
	5	7	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	7	I/S	I/S	I/S	I/S	I/S
	4	20	100	N/AV	N/AV	N/AV	68.4
	5	8	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/AV	N/AV	N/AV	100
	5	7	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	8	I/S	I/S	I/S	I/S	I/S
	4	20	100	10.5	36.8	52.6	89.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	14	100	25	33.3	41.7	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	15	93.3	28.6	21.4	50	71.4
	4	20	100	21.1	52.6	26.3	78.9
	5	17	94.1	31.3	50	18.8	68.8
	6	6	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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